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ESOL AND THE MEXICAN-AMERICAN.

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CURRENTLY, FEDERAL AGENCIES AND VARIOUS STATE DEPARTMENTS OF EDUCATION ARE CONDUCTING LITERACY PROGRAMS AND PROGRAMS IN ESOL (ENGLISH FOR SPEAKERS OF OTHER LANGUAGES) FOR SOME 1,500,000 MEXICAN-AMERICAN MIGRANT WORKERS. TO A GREAT EXTENT THESE PROGRAMS HAVE BEEN TO SOME DEGREE UNSUCCESSFUL BECAUSE THEY HAVE DISREGARDED THE LEARNER'S PSYCHOLOGICAL SET AND CULTURAL HERITAGE. IN SPITE OF RESEARCH WHICH SHOWS THAT CHILDREN LEARN TO READ AND WRITE ENGLISH FASTER AND MORE EFFECTIVELY IF FIRST TAUGHT THEIR NATIVE SPANISH, SCHOOLS CONTINUE TO INSIST ON ALL-ENGLISH CLASSES. THIS, IN ADDITION TO THE MENTAL CONFUSION AND INCOMPLETE MASTERY OF THE TWO LANGUAGES WHICH THE ALL-ENGLISH APPROACH PRODUCES, RESULTS IN (1) POOR ACHIEVEMENT ON DIAGNOSTIC TESTS AND IN CLASSWORK, (2) HIGH DROPOUT RATES, AND (3) ILLITERACY (OFTEN IN BOTH SPANISH AND ENGLISH). INAPPROPRIATE METHODOLOGY AND MATERIALS ARE TWO BASIC REASONS FOR FAILURE IN THE ADULT EDUCATION PROGRAMS. SIGNIFYING A "BRIGHTER FUTURE" IN THE FIELD OF ESOL ARE (1) GREATER EFFORTS AT COORDINATION BY NATIONAL AGENCIES, (2) INNOVATIVE PROGRAMS, AND (3) THE USE OF PROFESSIONALLY TRAINED ESOL SPECIALISTS. THIS ARTICLE APPEARS IN "THE LINGUISTIC REPORTER," APRIL 1968. SINGLE COPIES ARE AVAILABLE UPON REQUEST FROM THE CENTER FOR APPLIED LINGUISTICS, 1717 MASSACHUSETTS AVENUE, N.W., WASHINGTON, D.C. 20036. (AMM)

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ESOL and the Mexican-American

by Peter Scarth and Timothy F. Regan

[Peter Scarth is Director and Timothy F. Regan is Associate Director of the Migrant and Seasonal Farm Worker Project of Educational Systems Corporation, Washington, D.C.]

Few people outside of the programs of the War on Poverty realize the scope of educational programs for Mexican-American migrant workers in the United States. Currently, the Office of Economic Opportunity, the U.S. Office of Education, other federal agencies, and various state departments of education are conducting literacy programs and programs in English for speakers of other languages for some 1,500,000 Mexican-American migrant workers.

The Mexican-American migrant worker and his family have been the target of many varied educational programs. To a great extent, these programs have been to some degree unsuccessful because they have treated the learner without regard for his psychological set and his cultural heritage.

Timothy F. Regan and Peter Searth

ESOL programs for Mexican-Americans have generally proven more successful for children than for the adult population. There are several reasons for this: children are more receptive, have more formal contact with oral and written English, and have more need to use English in the schools, etc. However, in spite of the successes of the Cuban bilingual schools in Miami, in spite of research which shows that children learn to read and write English faster and more effectively if first taught their native Spanish,[1] schools continue to insist on all-English classes. Indeed, in some schools teachers still actively discourage Mexican-American children from speaking Spanish. These factors, plus George Sanchez' findings[2] on the mental confusion and incomplete mastery of the two languages which the all-English approach produces in non-English-speaking individuals, have resulted in poor achievement on diagnostic tests and in classwork, high dropout rates and illiteracy (often in both Spanish and English), with concomitant inability of these children to function effectively in the majority culture around them.

The adults do not fare much better than the children. Adult education programs in the Southwest United States have only recently added ESOL to the curriculum in a belated attempt to meet the needs of the Mexican-American student. Unfortunately, ESOL has not had the hoped-for effect of meeting these needs. There are two basic reasons for this failure: inappropriate methodology and inappropriate materials.

Current ESOL methodology in this field is still basically an attempt by insufficiently trained teachers to combine audio-lingual and mechanistic reading techniques,[3] with the result that the already disadvantaged Mexican-Americans remain unable to communicate in English, thus casting doubt upon the efficacy of the audio-lingual approach. Many linguists feel that, in addition to the problem of the inadequately trained teacher, this atomistic, two-skill approach to language is unrealistic for learners whose culture and needs are primarily bound up in the written form.[4] More successful methods have dealt directly with these needs and have produced materials which take into account not only the linguistic aspects of the language, but also the cultural and perceptual sets of the learner.

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The most important cultural factor affecting the ESOL situation is the struggle of the Mexican-American to retain his linguistic and cultural heritage while still acquiring the skills necessary to compete in the majority culture. The Mexican-American hopes to achieve acculturation, rather than undergo the assimilation traditional for immigrant groups in the United States. Some projects have identified this need and have promoted a bicultural curriculum.

The perceptual set of the adult Mexican-American is also quite different from that of the majority culture. All available research data, including the extensive *Mexican American Project* (University of California, Los Angeles, 1965), indicate that the Mexican-American migrant worker tends to evaluate all his experience in relation to his day-to-day existence. ESOL methodology and materials which are most effective are those which take into account the age and socio-economic status of the learner and this particular goal orientation. The English language is here treated, according to William A. Stewart, ". . . as a personally useful tool of social interaction rather than as a rotely learned device of principally esthetic value."[5]

Such an approach includes the use of audio-lingual techniques, but also introduces reading almost simultaneously, using techniques more often found in literacy classes. A percentage breakdown of the classroom activities of one statewide project (Home Education Livelihood Program, New Mexico) is as follows: 30 per cent listening, 30 per cent speaking, 30 per cent reading, and 10 per cent writing. The greater emphasis on reading permits a wider range of reinforcement, focused on survival skills in daily activities. The substantive content material can then become a vehicle to attain these skills.

Programs which have produced effective text materials and curricula generally use high-frequency word lists (e.g. Dolch, Thorndike, Wilson, etc.) together with vocabulary gleaned from the pre-vocational and vocational courses which the students have chosen (e.g. *English for Today, Homemaking Guide, Woodworking Manual,* Home Education Livelihood Program, Albuquerque, New Mexico, 1967). Other materials which have effectively met the Mexican-American's expressed needs are *English Language and Literacy*, by Dennis Preston (University of Wisconsin, Madison, Wisconsin, 1967), and *English Sequential Patterns,* produced by the Tucson, Arizona, school system. One of the most complete sets of materials is the twenty-two lesson *Valley Migrant League English Series* (Valley Migrant League, Woodburn, Oregon), used to teach basic oral English to seasonal farm workers who speak Spanish. These lessons have three basic controls: (1) vocabulary from the Lorge-Thorndike list, (2) basic patterns of English as presented by the University of Michigan's English Language Institute, and (3) appropriate content of dialogues and drills.

There are many commercially available materials which provide a multi-level approach to individualized instruction (e. g. *Reading for a Purpose,* Follett Publishing Co.; *SRA Reading Laboratories* Science Research Associates; *Reading Skill Builders,* Readers' Digest; *Basal Reading Series,* Behavioral Research Laboratories; *Adult Reader,* Steck-Vaughn Co.). These remain very popular with project staffs but are usually not appropriate for the learner in terms of difficulty, interest, and cultural content.

In summation, while the ESOL picture for Mexican-Americans may have appeared bleak in the past, the future appears brighter. Professionally trained ESOL specialists are now being employed in greater numbers as permanent staff and technical assistance consultants in the agencies responsible for such programs. Greater efforts at coordination by national agencies (e.g. Office of Economic Opportunity–Office of Education bilingual program for Mexican-American families in McAllen, Texas) and innovative programs for Mexican-Americans (e.g. ETV–ESOL Project at the University of Arizona) promise welcome assurance of a rise in the quality of ESOL programs and a more significant professional contribution to the problem.

1. Nancy Modiano, "A Look at Language Programs," *Saturday Review,* April 15, 1967.
2. George Sanchez, "Group Differences and Spanish-Speaking Children: A Critical Review," *Journal of Applied Psychology* 16:5 (October 1932).
3. Harold B. Allen, *A Survey of the Teaching of English to Non-English Speakers (TENES) in the United States* (Champaign, Ill.: National Council of Teachers of English, 1966).
4. Juan Estarellas and Timothy F. Regan, "Effects of Teaching Sounds and Letters Simultaneously at the Beginning of a Basic Foreign Language Course," *Language Learning* 16:3–4 (1966).
5. William A. Stewart, "Foreign Language Teaching Methods in Quasi-Foreign Language Situations," in *Non-Standard Speech and the Teaching of English,* edited by William A. Stewart (Washington, D.C.: Center for Applied Linguistics, 1964).

Cooperative Program on Reading Problems

The Ford Foundation has announced a grant of $131,160 to the Center for Applied Linguistics and the Interdisciplinary Commitee on Reading Problems to facilitate collaboration on problems of reading disability among scholars, educators, and scientists in a variety of fields. Reading problems have been recognized as underlying causes of school failure, delinquency, emotional disturbance, and economic disadvantage for many pupils and adults. Although important work on such problems, both in research and in treatment, is being done from a variety of viewpoints, resources for coordination of efforts and interchange of knowledge have been limited.

In an effort to bring together representatives of the various disciplines concerned with reading problems, Alfred S. Hayes, Director of CAL's Language in Education Program, invited some 42 scholars and researchers to a conference on reading problems in September 1966. Conference participants represented such disciplines as neurology, psychiatry, pediatrics, linguistics, psychology, sociology, and education. As a consequence of this conference, a proposal for an interdisciplinary action program was submitted to the Ford Foundation, which resulted in the grant described above. The program is housed at CAL; Dr. Doris V. Gunderson is the Executive Director. There are six task forces dealing with specific areas of reading problems: definition and etiology, diagnosis and early prediction, incidence and implications, treatment configurations in an educational setting, treatment configurations in other settings, and administrative aspects of school programs. The main aim of the committee is to identify the problem of reading disability, define it, describe it, determine how it is being managed now, and make concrete proposals for its better management.

Linguistics at Connecticut

The University of Connecticut announces the creation of a new Department of Linguistics. A program leading to the Ph.D. degree will be inaugurated in the Fall of 1968. Rather than try to cover all aspects of linguistics, the program will emphasize the areas of phonetics, phonology, and syntax. The Department was established with this bias in the hope that it could be outstanding as one of the rare departments of linguistics in the United States that has chosen to make it possible for students to specialize in experimental phonology while acquiring training in general linguistics. The present faculty consists of three scholars whose major research interest is in phonology and experimental phonetics: Arthur S. Abramson (Head of the Department), Philip Lieberman, and Ignatius G. Mattingly. A fourth scholar, whose major strengths are in syntax and linguistic theory, is expected to join the faculty. A rather comprehensive laboratory for phonetic research (sound spectrograph, multi-channel instrumentation recorder, a volume plethysmograph and other equipment for monitoring physiological events, and a terminal analog speech synthesizer) is being established. A digital equipment corporation PDP–9 computer will be available for on-line applications.

Application forms for admission and for financial support may be obtained by writing to the Graduate Admissions Office, University of Connecticut, Storrs, Connecticut 06268.

11th FILLM Congress

The 11th International Congress of the International Federation for Modern Languages and Literatures (FILLM) will be held in Islamabad, Pakistan, September 12–28, 1969. The proceedings of the Congress will occupy the second week of this period, the first being devoted to excursions to places of interest in Pakistan. The general theme of the Congress will be 'Tradition and change' and will be treated in four sections: 'Language and literature as an expression of dissent', 'The rediscovery of tradition,' 'The universal and the particular in literary creation', and 'Literary and linguistic interaction'. There will also be a one-day symposium on 'The translator and the problem of cultural communication'.

Correspondence should be addressed to: Ijaz Husain Batalvi, 4, Turner Road, Lahore, Pakistan.

The Center for Applied Linguistics is a nonprofit, internationally oriented professional organization, established in 1959 and incorporated in 1964 in Washington, D.C. The purpose of the Center is to serve as a clearinghouse and informal coordinating body in the application of linguistics to practical language problems.

The Linguistic Reporter, the Center's newsletter, is published six times a year, in February, April, June, August, October, and December. Annual subscription, $1.50; air mail, $3.50. (Individuals faced with currency restrictions or similar limitations are invited to write to the Editor.) Manuscripts, books for review, and editorial communications should be sent to Frank A. Rice, Editor, THE LINGUISTIC REPORTER, Center for Applied Linguistics, 1717 Massachusetts Avenue, N.W., Washington, D.C. 20036. Communications concerning subscriptions should be directed to the Subscriptions Secretary at the same address. Permission is granted for quotation or reproduction from the contents of the LINGUISTIC REPORTER provided acknowledgment is given.

PL-480 and Linguistics

by Mortimer Graves

[Mortimer Graves is Executive Director Emeritus of the American Council of Learned Societies and author of the Dingell Amendment referred to below. He is now conducting a study of the effectiveness of the foreign library acquisitions program established under this Amendment. For a comprehensive account of the program, see Mr. Graves' article "Congress Helps American Libraries to Discover the Spherical World" in the January 1968 issue of the ACLS Newsletter.]

Public Law 83–480 (PL–480) is the Agricultural Trade Development and Assistance Act passed by the 83rd Congress in 1954. As a major element in the "Food for Peace" movement of the day, it established the mechanisms for the Government sale of agricultural surpluses abroad for blocked foreign currencies and defined the purposes for which agencies of the Government might use the foreign currencies thus generated. In 1958, an amendment to the Act, sponsored by Representative John D. Dingell of Michigan, added to these purposes authorization to the Librarian of Congress to employ such of these currencies as might be annually appropriated by Congress for the purchase, servicing, and distribution of "books, periodicals, and related materials" to American research libraries concerned with the respective foreign areas.

By the end of 1967 the Library of Congress was maintaining PL–480 Programs in India, Pakistan, Israel, Middle East (United Arab Republic), Indonesia, Nepal, Ceylon, and Yugoslavia. Programs in Burma and Poland have been authorized and financed but not yet implemented; programs in Tunisia and Congo are under consideration. The Government owns currencies in many other countries, but higher priority Government needs as determined by the Bureau of the Budget limit the number of countries which can be involved. The Library's method of operation is to set up in each country an American Libraries Book Procurement Center under the control of a Coordinator of Overseas Programs in the Library in Washington.

About forty* American libraries participate in one or more of these programs receiving materials in both English and the language or languages of the countries of their several concerns. These are clustered in the Northeastern and Middle Atlantic states as far south as Duke University; in the Middle West as far as Minneapolis; and on the West Coast. Each of these institutions makes a substantial contribution in both dollars and services to the necessary overall and cataloguing costs. Each receives in return a copy of virtually every current book, periodical, serial, and newspaper which is considered by the relevant Procurement Center to have significant scientific, scholarly, or cultural interest to the United States, and which is available in the local publication outlets, together with appropriate cataloguing information and catalog cards.

At the end of 1967 this influx of printed matter had reached a total of seven or eight million items in upwards of thirty languages, and is increasing at the rate of nearly two million items a year. In spite of the tremendous burden placed upon the libraries by this new mass of unfamiliar accessions, with their encroachment upon scarce space and services, particularly those of librarians trained in the multifarious languages, both the Library of Congress and the

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participating institutions have responded magnificently to the challenge presented.

The wide subject-matter coverage of these accessions means that they include publications relevant to almost any field of inquiry. This is particularly true of linguistics. For any of the languages involved we have a very broad conspectus of its total vocabulary, at least of the vocabulary normally used in publications. While linguistic science is not so highly developed in these countries as in the United States, there are occasional books and articles embodying significant linguistic research or discussion. Grammars, specialized glossaries, and dictionaries, monolingual and multilingual, are not at all uncommon.

Each Procurement Center produces a periodical (frequently monthly) *Accessions List*, indicating transliteration and translation of the titles entered, brief descriptive statement of content in English, and publication data, with annual or semi-annual cumulative lists of serials and author indexes. These Accessions Lists, now numbering more than 200, are freely available to any library or research institution, participant or not, and every college and university library ought to have them. Even casual perusal of them would be rewarding to almost any linguist. Moreover, all the materials acquisitioned under PL–480 are available on inter-library loan.

This note concerns primarily the foreign language materials acquired under these programs. In addition, there is a supplementary program under which 310 American public and college libraries receive a selection of titles in English (about a quarter of the publications from India are in that language). These may, of course, include something useful to linguists, but even if not, the recipient library—though not a participant in the foreign language program—does have a channel of contact with PL–480 and should have the Accessions Lists.

It is hoped that these brief remarks will stimulate use of these materials now awaiting serious employment. Inquiries for further information might be addressed to the Coordinator of Overseas Programs, Library of Congress, Washington, D.C. 20540, or to the present writer in care of CAL.

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* Arizona State University, Boston College, Boston Public Library, Brandeis University, University of California (both Berkeley and Los Angeles), University of Chicago, Columbia University, Cornell University, Duke University, Hartford Seminary Foundation, Harvard University, University of Hawaii, Hebrew Union College, Hoover Institution, University of Illinois, Indiana University, College of Jewish Studies, Jewish Theological Seminary, University of Kansas, University of Kentucky, University of Michigan, University of Minnesota, Nashville Joint Libraries, New York Public Library, Ohio State University, University of Pennsylvania, Portland State College, Princeton University, University of Southern California, Syracuse University, University of Texas, University of Utah, University of Virginia, University of Washington, Wayne State University, Western Michigan University, University of Wisconsin, Yale University, Yeshiva University, and, of course, the Library of Congress.

new journals

Language-Teaching Abstracts. *Published by Cambridge University Press. Quarterly. First issue: January 1968. Subscription: 20s. ($3.50 in U.S. and Canada); single issues 7s. 6d. ($1.00). Edited by the English-Teaching Information Centre of the British Council and the Centre for Information on Language Teaching. Subscription correspondence to: Cambridge University Press, Bentley House, P.O. Box 92, 200 Euston Road, London, N.W. 1, England; or Cambridge University Press American Branch, 32 East 57th Street, New York, New York 10022.*

Aims to keep teachers and others professionally concerned informed of the latest research and developments in the study of modern languages. Each issue will include approximately 75 abstracts of articles from the more than 300 journals regularly examined as sources, covering work in general and applied linguistics, education theory and methods, the psychology of language learning, and the teaching of particular foreign languages at given levels and English as a second language [*Language-Teaching Abstracts* incorporates the former *English-Teaching Abstracts*, published by the English-Teaching Information Centre from 1961 to 1967]. Each issue will also contain brief notes of new books concerned with languages and language teaching.

Journal of English as a Second Language. *Published by Chilton Books and the American Language Institute of New York University. Semiannual. First issue: December 1967. Subscription: $8.00 (student rate $6.00); single issues $4.00. Subscription correspondence to: Chilton Books, 401 Walnut Street, Philadelphia, Pennsylvania 19106. All other correspondence to the Editor: Prof. Robert C. Lugton, American Language Institute, New York University, 1 Washington Square North, New York, New York 10003.*

Formerly published as *Occasional Papers: A Publication of the American Language Institute* (see LINGUISTIC REPORTER, February 1967, page 5). Includes articles, correspondence, a question-and-answer section, and reviews of books on linguistics and language teaching.

CCD Language Annual. *Published by the Center for Curriculum Development of Chilton Books. Annual (December). First issue: December 1967. Price $.50. All correspondence to: Office of the Director, Center for Curriculum Development, Chilton Books, 401 Walnut Avenue, Philadelphia, Pennsylvania 19106.*

Presents articles on theoretical and practical problems related to language and language teaching which have appeared in the *CCD Quarterly*, the Chilton-Didier Foreign Language Newsletter, since 1962. The first issue contains 16 articles previously published between 1964 and 1966.

Linguistics at McGill

The Department of Linguistics of McGill University, Montreal, established in September 1966, offers courses at the undergraduate level and a research seminar. Students may include linguistics in the B.A. program according to various degrees of concentration: as a continuation subject, as a Major, or in a Joint Honours program. A graduate program is scheduled to start in September 1968. For further information write to Prof. André Rigault, Chairman, Department of Linguistics, McGill University, Montreal 2, P.Q., Canada.

University of Minnesota will begin a new program in English as a second language in September 1968. This program will make available both an M.A. and a special certificate in the teaching of English as a second language, incorporating as well the existing program in teaching English to the foreign students at the University. The director will be Dr. Betty Wallace Robinett, who will come from Ball State University to Minnesota as professor of linguistics and English. The new program will have the support of a new advisory committee on English as a second language, chaired by Professor Harold B. Allen.

Association Française de Linguistique Appliquée (AFLA) will sponsor a Séminaire de Linguistique Appliquée à l'Enseignement des Langues Vivantes at Aix-en-Provence, August 5–24. There will be introductory and advanced courses, special seminars, and directed research work in the description of languages, formal systems of linguistic analysis, methodology of language teaching, and the study of the learning process and language psychology. Application to attend the Séminaire must be made before May 31. For further information and application forms write to AFLA, 9, rue Lhomond, Paris 5e, France.

The American Society of Geolinguistics was founded in 1965 by a group of interested linguists and language scholars headed by Professor Mario Pei of Columbia University. The Society aims to gather and disseminate up-to-date knowledge concerning the world's present-day languages; their distribution and population use; their relative practical importance, usefulness, and availability from the economic, political, and cultural standpoints; their basic grammatical, phonological, and lexical structures; their genetic, historical, and geographic affiliations and relationships; and their identification and use in spoken and written form. For further information about the Society, write to the Secretary, Mr. Salvatore Ramondino, Reference Department, Random House, 501 Madison Avenue, New York, New York 10022.

Recent CAL Publications

The Study of the Problems of Teaching English to American Indians: *Report and Recommendations, July 1967, prepared and edited by Sirarpi Ohannessian. Washington, D.C., Center for Applied Linguistics, 1968. vi, 40 pp. $1.25.*

Reports on a project conducted by the Center for Applied Linguistics under contract with the Bureau of Indian Affairs of the U.S. Department of the Interior. The recommendations are based mainly on the discussions at the final meeting, held in Washington on May 25–27, 1967; they also reflect the recommendations submitted by members of the Study Group after their visits to schools in the Southwest and in North and South Dakota. The background information presented draws on papers and reports prepared by members of the Study Group.

The American Dialect Society

The American Dialect Society, organized in 1889, has as its object the study of the English language in North America, together with other languages influencing it or influenced by it. One of the constituent members of the American Council of Learned Societies, the Society has at present over 500 members. The president of the Society is Raven I. McDavid of the University of Chicago.

The Society's semiannual journal, *Publication of the American Dialect Society*, publishes studies in regional speech and localisms, place names, linguistic geography, usage, non-English dialects, new words, and proverbial sayings. The Editor of *PADS* is I. Willis Russell of the University of Alabama. Although short notes occasionally appear in *PADS*, the general policy is to devote each issue to two or three long articles, and sometimes to a single study of monograph length.

The Dictionary of American Regional English, a project of the Society, is in preparation at the University of Wisconson. Frederic G. Cassidy is its editor-in-chief.

Membership in the Society is open to any individual or institution interested in its aims and activities. Dues are now $5.00 a year (student rate $3.00) and include the member's subscription to *PADS*. Since publication of *PADS* is behind schedule, those who wish may subscribe at the former rate of $3.00 a year for 1966 and 1967 to receive the issues for these years as they are published. Dues should be sent to the Secretary-Treasurer, A. Hood Roberts, Center for Applied Linguistics, 1717 Massachusetts Avenue, N.W., Washington, D.C. 20036.

The Society invites papers for the 1968 annual meeting, to be held in conjunction with the Modern Language Association meeting in New York, December 27–29. Papers are generally in the same areas as the studies published in *PADS*, although there has been an increasing emphasis in recent years on social dialect studies. Those with research findings in any of these areas are invited to submit papers for the annual meeting. They are requested to supply the title, five copies of a type-written abstract, and a statement of time needed for presentation (fifteen minutes maximum), by June 15, to the Secretary-Treasurer of the Society.

Fulbright-Hays Openings in Linguistics and TEFL for 1969–70

Applications for Fulbright-Hays awards for university lecturing in linguistics and English as a foreign language during academic year 1969–70 should be filed before June 1, 1968. Applications for advanced research awards will not be accepted after that date. Requirements for eligibility are: U.S. citizenship, a doctoral degree or equivalent status for research grants, college or university teaching experience for lecturing appointments, and, in some cases, proficiency in a foreign language.

Fulbright professor awards ordinarily provide a maintenance allowance in the local currency to cover normal living costs of the grantee and his family while in residence abroad, and round-trip travel for the grantee (transportation is not provided for dependents). For lecturing in most non-European countries, an award includes a dollar supplement, subject to the availability of funds, or it provides a stipend paid partly in foreign currency and partly in dollars.

About 40 Fulbright lecturers in Linguistics and English as a foreign language are serving during 1967–68 at universities in Argentina, Belgium, Burundi, Colombia, Ecuador, Germany, Greece, Iran, Israel, Japan, Korea, Liberia, Nicaragua, the Philippines, Portugal, Spain, Thailand, Tunisia, and Yugoslavia, and research scholars in linguistics have held awards in Finland, France, and Italy.

Requests for application forms, a list of openings in linguistics and teaching English as a foreign language, and details on the terms of awards for particular countries should be addressed to: American Studies, Committee on International Exchange of Persons, 2101 Constitution Avenue, N.W., Washington, D.C. 20418.

Corrections

1. It was incorrectly noted in Personalia II, October 1967, that Prof. Jean-Paul Vinay had moved from the University of Victoria to the University of Toronto; Prof. Vinay remains at Victoria.
2. In a notice announcing the establishment of the Association of Teachers of English as a Foreign Language (February 1968, page 6), the address given for inquiries was out of date. The correct address is: Dr. W.R. Lee, 16 Alexandra Gardens, Hounslow, Middlesex, England.

book notices

Biological Foundations of Language, *by Eric H. Lenneberg, with appendices by Noam Chomsky and Otto Marx. New York, John Wiley & Sons, 1967. xvi, 489 pp. $14.95.*

Seeks to reinstate the thesis, challenged in recent years by many students of behavior, that man's language capacity is based on specific, biologically determined propensities, including anatomy, physiology, and ontogeny, and to make the specific assumptions so explicit that they may be subjected to empirical tests. One purpose of the book is to show what type of investigations might lead to new insights and thus give new directions to old inquiries. The appendices, 'The formal nature of language', by Noam Chomsky, and 'The history of the biological basis of language', by Otto Marx, are followed by author and subject indexes.

1960–1967 Selected Bibliography of Arabic, *compiled by Theodore Prochazka, Jr. Washington, D.C., December 1967. 71 pp. For information on availability, write: ERIC Clearinghouse for Linguistics, Center for Applied Linguistics.*

A selected listing of 615 articles and books in the field of Arabic language studies published between 1960 and 1967. It contains materials written in European languages as well as Arabic. Its scope includes works in theoretical and applied linguistics as well as relevant philological studies. The Arabic language entries are given in the Arabic script, with transliteration and translation. The bibliography is divided into thirteen sections, covering the history of Arabic linguistics, phonology, grammar, stylistics, semantics, lexical studies, dialectology, language and culture, scripts, and language teaching. Author and subject indexes.

This work was commissioned by the ERIC Clearinghouse for Linguistics, a part of the Educational Resources Information Center of the U.S. Office of Education.

The Japanese Language, *by Roy Andrew Miller. (History and Structure of Languages.) Chicago, University of Chicago Press, 1967. xix, 428 [+47] pp. $16.00.*

A general introduction to the history and structure of Japanese, including chapters on the historical and geographic setting, genetic relationship, dialects, phonology, grammar, vocabulary sources, and writing system. Outstanding features are the emphasis on Japan's "linguistic debt" to China and new data on Japanese as an Altaic language. Appended material includes word indexes and a collection of 25 plates with commentaries. The book presupposes no previous knowledge of Japanese.

A Korean-English Dictionary, *by Samuel E. Martin, Yang Ha Lee, and Sung-Un Chang. New Haven, Yale University Press, 1967. xviii, 1902 pp. $35.00.*

Entries are printed in the Hankul spelling according to South Korean orthographic standards, followed by the Yale romanization, from which the North Korean spelling can be automatically predicted. The native Korean vocabulary is emphasized, but commonly used Chinese and European loanwords are included. Chinese characters are given for words of Chinese origin and a list of all common Chinese bound nouns begins each homophone group. For the more important entries, examples are given to illustrate both meaning and grammar. Detailed explanations and examples are given for all particles and endings, and there are also entries for each of the shorter inflected forms that might be confused with some other word.

Preparation of this dictionary was aided by grants from the Program in Oriental Languages of the American Council of Learned Societies, and publication was made possible by a contract with the U.S. Office of Education.

Hindi Grammar and Reader, *by Ernest Bender. Philadelphia, University of Pennsylvania Press, 1967. 458 pp. $5.00.*

The purpose of this text is to provide the American learner with the basic grammatical equipment and vocabulary, based on the standard official language of India. The course is designed to be administered by a linguist and a Hindi-speaking assistant. Lesson One presents the phonology and the roman transcription used throughout the text. Each lesson thereafter presents one or more points of grammar with appropriate exercises. Lessons 1–16 are acompanied by conversational texts, lessons 17–40 by reading texts. A companion volume, *Introductory Hindi Readings,* will contain the Devanagari version of all the conversations and texts in this book. Hindi-English and English-Hindi glossaries and an index are appended.

This work was prepared under contract with the U.S. office of Education.

Urdu Grammar and Reader, *by Ernest Bender. Philadelphia, University of Pennsylvania Press, 1967. 487 pp. $5.00.*

This text, based on the dialect of the educated classes of Pakistan, provides the Urdu parallel for the author's *Hindi Grammar and Reader* (see above). The text is organized in the same manner, with all Urdu material in a roman transcription. Its companion volume, *Introductory Urdu Readings,* will contain the Nastalik version of all the conversations and texts. This work was prepared under contract with the U.S. Office of Education.

Português Contemporâneo II, *by Maria Isabel Abreu and Cléa Rameh. Washington, D.C., Georgtown University Press, 1967. xiii, 406 pp. $4.00.*

Prepared under the general editorship of Richard J. O'Brien, S.J., with Robert Lado and J. Mattoso Camara, Jr., as consultants. This is the second of two volumes prepared for a basic course in Portuguese (see LINGUISTIC REPORTER, October 1966, page 6). Each of the twenty lessons contains a dialogue, cultural notes, orthography practice, structure and drills, and a passage for reading. Except for an English version of the dialogue and glosses of new words introduced in the reading selections, this volume is entirely in Portuguese. A Portuguese-English vocabulary for both volumes is appended.

A Forma Verbal Portuguêsa em -ria, *by J. Mattoso Camara, Jr. Washington, D.C., Georgetown University Press, 1967. 100 pp. $2.00.*

First published in Rio de Janeiro in 1956 as *Uma Forma Verbal Portuguêsa: Estudo estilistico-gramatical.* The study presents a morphological and semantic analysis of the forms ending in *-ria,* as well as tracing the historical development of the Portuguese verbal system.

Swahili Readings with Notes, Exercises and Key, *by Alfons Loogman. (Duquesne Studies, African Series 2.) Pittsburgh, Duquesne University Press, 1967. xiii, 279 pp. $7.50.*

A collection of 51 reading passages representative of a variety of styles of written Swahili. Notes provide necessary translations and grammatical or cultural information. The exercises for translation from English to Swahili are closely integrated with the readings. Accompanying tapes are available from the publisher.

Intermediate Chinese Reader, *by John DeFrancis with the assistance of Teng Chia-yee and Yung Chih-sheng. (Yale Linguistic Series.) Published for Seton Hall University by Yale University Press, New Haven and London, 1967. 2 vols. (xvi, 1427 pp.) Each vol. cloth $7.50; paper $3.75.*

A sequel to *Beginning Chinese Reader,* this work is closely correlated with the author's *Beginning Chinese, Intermediate Chinese, Advanced Chinese,* and the character versions of these texts. Salient features include the selection of characters on the basis of frequency, provision of a large number of compounds and a great amount of reading matter relative to the number of characters, and the inclusion of dialogue material to provide audiolingual reinforcement. The work was supported by a contract with the U.S. Office of Education.

The Comparative Method in Historical Linguistics, *by Antoine Meillet, translated by Gordon B. Ford, Jr. Paris, Librairie Honoré Champion, 1967. 138 pp. 16F.*

Originally published as *La méthode comparative en linguistique historique* (Oslo, Nygaard, 1925), this volume includes a series of lectures on the values and limitations of the historical method first presented by the author at the inauguration of the Instituttet for Sammenlignende Kulturforskning (Institute for the Comparative Study of Civilizations), Oslo.

The Early Study of Nigerian Languages: Essays and Bibliographies, *by P.E.H. Hair. (West African Language Monograph Series 7.) Cambridge, Cambridge University Press in association with the West African Languages Survey and the Institute of African Studies, Ibadan, 1967. xiv, 110 pp. $6.50.*

Three essays intended for the general reader of West African history as well as the specialist linguist or historian. The essays are bio-bibliographical, describing significant works and personalities in the study of Nigerian languages from 1825 to about 1890. Each of the essays is accompanied by one or more bibliographies for the specialist in linguistics. The languages principally discussed are Yoruba, Hausa, Kanuri, Nupe, Igala, Igbira, Ibo, and Ijaw.

A Dictionary of Canadianisms on Historical Principles, *edited by Walter S. Avis and others. Toronto, W.J. Gage, 1967. xxiii, 927 pp. $25.00.*

The purpose of this dictionary is 'to provide a historical record of words and expressions characteristic of the various spheres of Canadian life during the almost four centuries that English has been used in Canada. The dictionary is intended to provide the meaning, or meanings, of such terms and, where relevant, their pronunciation, etymology, and scope—both in time and space; . . . dated quotations, an extensive cross-referencing system, illustrative drawings, and explanatory notes relating to usage, disputed origins, and other contentious matters' (p. xii).

The Movement of English Prose, *by Ian A. Gordon. Bloomington, Indiana University Press, 1966. ix, 182 pp. $5.75.*

A study of the historical development of English prose with emphasis on the structure of the sentence. Examples representative of a broad range of literature illustrate the theme of continuity from Anglo-Saxon times to the present while pointing out the variations characteristic of each period.

A concluding section provides discussion questions and exercises.

meetings and conferences

April 4–6. Conference on College Composition and Communication, 19th. Minneapolis, Minnesota.
April 4–6. Northeast Conference on the Teaching of Foreign Languages, 15th. New York City.
April 19–20. Chicago Linguistic Society, 4th. Chicago, Illinois.
April 24–27. International Reading Association, 13th. Boston, Massachusetts.
April 25–27. University of Kentucky Foreign Language Conference, 21st. Lexington, Kentucky.
April 30–May 3. National Association for Foreign Student Affairs, 20th. San Francisco, California.
June 14–15. Canadian Linguistic Association. Calgary, Alberta, Canada.
June 17–August 10. Linguistic Institute of the Linguistic Society of America. Urbana, Illinois.
July 2–August 14. Summer School of Linguistics. Edmonton, Alberta, Canada.
July 22–26. Brazilian Linguistics Seminar, 4th. São Paulo, Brazil. [Write: Centro de Linguistica Aplicada, Aurora 713, 8°, São Paulo, Brazil.]
July 24–25. Association for Machine Translation and Computational Linguistics. Urbana, Illinois.
July 26–27. Linguistic Society of America Summer Meeting. Urbana, Illinois.
August 5–24. Séminaire de Linguistique Appliquée à l'Enseignement des Langues Vivantes. Aix-en-Provence, France. [Write: AFLA, 9, rue Lhomond, Paris 5e, France.]

The Role of Communication in International Training and Education: *Overcoming Barriers to Understanding with the Developing Countries, by Ernst M. Sinauer. (Praeger Special Studies in International Economics and Development.) New York: Frederick A. Praeger, 1967. xviii, 155 pp. $9.00.*

Deals with the linguistic and cultural problems confronting foreign students and professionals, with emphasis on those in the United States. Part I presents background and statistical data relating to the international exchange of students. Part II suggests some practical solutions for overcoming language and cultural barriers. Part III discusses the questions of financing international training and education. A selected bibliography is appended.

A Structural History of English, *by John Nist. New York, St. Martin's Press, 1966. xvii, 426 pp.*

This book, intended to form the basis of a one-semester or two-semester course in the English language, combines a traditional history-of-the-language approach with modern linguistic analysis. In its account of the historical evolution of English, it also describes the major features of the language at each stage of development: phonology, morphology, syntax, and formal stylistics.

The first two chapters deal with the present status and structure of the language; chapters 3–10 deal with historical and structural factors; chapter 11 discusses American English; the final chapter assesses the future of the English language. Each chapter is provided with a selective bibliography and questions for research and discussion. A glossary defines and illustrates terms and principles of modern linguistic analysis.

Vietnamese-English Student's Dictionary, *by Nguyen-Dinh-Hoa. Saigon, Vietnamese-American Association, 1967. xvi, 675 pp. Distributed in the U.S. by American International, 1166 19th Street, N.W., Washington, D.C. 20036. cloth $9.90; paper $6.90.*

A revised and expanded edition of the author's *Vietnamese-English Dictionary* published in 1959. There are about 48,000 entries, including both morpheme and word listings. Synonyms, antonyms, and items to be compared are provided. Reduplicative forms, additive forms, verb-object compounds, Sino-Vietnamese compounds, and other polysyllabic loan-words are listed as independent entries. Includes military, political, business, and scientific and technical terms. The pronunciation guide, pp. xi–xvi, provides the North, Central, and South Vietnamese equivalents for the Quôc-ngu spelling.

Linguistics: A Revolution in Teaching, *by Neil Postman and Charles Weingartner, (Delta Book 4844.) New York, Dell Publishing Co., 1966. x, 209 pp. $1.95.*

Intended for teachers and laymen affected by the introduction of linguistics into the elementary and secondary school English curriculum. Part I provides simple, clear answers to the frequently-asked questions 'What is linguistics?', 'What do linguists do?', 'What is linguistics good for?' Part II consists of six chapters, each dealing with a particular field of linguistic inquiry and describing briefly the kinds of inquiries linguists have made in that field and some of the results they have produced, along with some of the important educational applications of that field of linguistics.

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Toronto Linguistics Institute

The Toronto Institute of Linguistics was formed in 1950 as a cooperative undertaking representing some 29 denominational and inter-denominational mission boards and societies having their headquarters or branch offices in or around Toronto. The facilities of Victoria University have again been made available to the Institute this year for a four-week summer course, June 1–28. The Institute has a growing library of practical linguistic material which is available to students in the course.

The purpose of the Toronto Institute of Linguistics is to introduce the prospective missionary to applied linguistics, training him in the skills essential to the learning of a foreign language, and giving him some awareness of the cultural situation in which people live and speak.

A short, intensive course in applied linguistics may be the only preparation a prospective missionary receives for facing the language problem, though it often constitutes his greatest initial burden. Recognizing both the seriousness of the problem and the shortness of the time available for instruction, the staff has concentrated on presenting a program that treats the essentials in three courses of instruction: (a) *Phonetics,* a series of carefully controlled exercises in the development of skills in hearing and producing distinctions of sounds. The sounds which are practiced are chosen for the frequency with which they occur in languages of the world and the degree of difficulty which they pose for speakers of English. (b) *Techniques for Language Learners,* a series of lecture-demonstrations focusing on techniques for constructing and using a wide variety of drills and exercises designed for the learning of pronunciation, grammar and vocabulary, on techniques for working on language problems with native speakers, and on techniques for supplementing prepared materials. (c) *Communication,* a series of lectures dealing with the role of communication and language in mission strategy, in missionary preparation, and in the overall task of the church, including theoretical background from the fields of linguistics and anthropology which relates to the understanding of verbal behavior and its importance in human affairs.

Inquiries about the Toronto Institute of Linguistics should be directed to the Secretary-Treasurer, Miss Mary C. Urquhart, Suite 200, 1835 Yonge Street, Toronto 7, Ontario, Canada.

New Language Association in Washington, D.C.

The Greater Washington Association of Teachers of Foreign Languages was organized in December 1967, in response to the need for a permanent local professional organization dedicated to uniting foreign language teachers on all educational levels and working toward the improvement of foreign language programs. The president is Professor Helen B. Yakobsen of George Washington University. Committees have been formed to study teacher training in the greater Washington area and the interrelationship of language courses at the different levels from grammar school through college.

Membership in the Association is open to teachers of modern and classical languages in both public and private education and to all persons with a professional interest in foreign language teaching in the District of Columbia and the neighboring counties in Maryland and Virginia. Those wishing to join the Association may send $2.00 for dues to the Treasurer, Mr. Andrew Trent, Western High School, 35th and R Streets, N.W., Washington, D.C. 20007.